

Starr's School Improvement Plan

2017-18

Starr Elementary School
Plainwell Community Schools

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PLAINWELL, MI 49080-1582

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Overview

Plan Name

Starr's School Improvement Plan 2017-18

Plan Description

Starr's Title 1 School Improvement Plan

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Starr Elementary School will increase reading proficiency.	Objectives: 3 Strategies: 6 Activities: 6	Academic	\$15100
2	All students will increase writing proficiency.	Objectives: 2 Strategies: 5 Activities: 5	Academic	\$5500
3	All students will increase in math proficiency.	Objectives: 4 Strategies: 4 Activities: 7	Academic	\$23000
4	3rd-5th grade students will increase science proficiency.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
5	Student attendance will improve.	Objectives: 1 Strategies: 3 Activities: 3	Organizational	\$7250

Goal 1: All students at Starr Elementary School will increase reading proficiency.

Measurable Objective 1:

A 3% increase of First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in oral reading fluency in Reading by 06/13/2018 as measured by DIBELS Oral Reading Fluency.

(shared) Strategy 1:

Text Lookback - Teacher will create at least three lookback questions for each expository text passage selected. Students read the text-look-back question carefully and underline the section that tells the reader what to look for. They will look for titles, headings, illustrations in the article that might tell the reader where the information he/she is looking for is probably located.

Category: English/Language Arts

Research Cited: Garner, R. Hare, V.C, Alexander, P. Haynes, J., & Vinograde, P. (1984). Introducing use of a text lookback strategy among unsuccessful readers. American Educational Research Journal, 21, 789-798. Found on Interventioncentral.org.

Tier: Tier 1

Activity - Implement the instructional practice of text lookback.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use text to support responses to questions through guided practice. Teachers will collaborate to develop question stems for expository text that will enable students to implement this practice. In addition, parents will be provided expository text and questions to use the strategy at home. Teachers will incorporate a monthly "Reading Tip" in newsletters.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$0	No Funding Required	All teaching staff and support staff.

(shared) Strategy 2:

Choral Reading - Sessions last 10-15 minutes, the teacher selects an engaging text at students' instructional or independent level. During choral reading sessions, the

teacher or other fluent reader will take on the role of "lead reader", reading the passage aloud, while students also read aloud. Students are encouraged to read with expression.

Category: English/Language Arts

Research Cited: Moskal, M.K. & Blachowicz, kC. (2006) Partnering for fluency. New York: Guilford Press. As found on jimwrightonline.com

Tier: Tier 1

Activity - Teachers will implement the instructional practice of choral reading.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read aloud chorally at their instructional or independent level. Professional development will be led by the Title 1 Reading/Literacy Specialist using research based strategies such as Anita Archer. She will provide examples and resources for teachers to use in small group direct instruction.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	All teaching staff and Title 1 Reading/Literacy Specialist.

Strategy 3:

Retell of narrative and informational text. - Students in a group are assigned a text selection to read silently. Students are then paired off, with one student assigned the role of reteller and the other appointed as listener. The reteller recounts the main idea to the listener who can comment or ask questions. The teacher then states the main idea and shares this with the listener. At the end of the activity, the teacher does a spot check by randomly calling on one or more students in the listener role and asking them to recap what information was shared by the reteller.

Category: English/Language Arts

Research Cited: Based on Spear-Swerling 2006; Klingner et al. 2007; Hosp, Hosp, and Howell 2007; Lehr and Osburn 2005.

Tier: Tier 1

Activity - Teacher will implement through instructional practice the strategy of retell.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read a passage and then with a partner they will take on the role of listener and reteller to show their comprehension of a passage. Prior to implementing this partner activity, students will receive direct instruction on expectations and expectations will be modeled. Teacher will select a short story or passage that can be read individually or as a group. Teacher should prompt students with questions.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	All teaching staff.

(shared) Strategy 4:

Activation of Prior Knowledge - Teachers will activate prior knowledge before, during, and after reading when working with economically disadvantaged students due to their limited exposure to real world experience.

Category:

Research Cited: Hansen, J. & Pearson, P.D. (1983). An instructional study: Improving the inferential comprehension of good and poor fourth-grade readers. Journal of Educational Psychology, 75, 821-829.

Tier:

Activity - Teachers will activate prior knowledge.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will discuss students' prior knowledge before, during, and after reading for economically disadvantaged students due to limited exposure of real world experiences. Teachers will be provided with question stems to connect text to experiences they have had. Students without prior knowledge in given area will be provided with multi media resources. Teachers will be trained by the Title 1 Reading/Literacy Specialist and will implement in a small group setting. Parents will be provided with information regarding community activities that will enhance student background knowledge.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	All teaching staff, special education staff, and Title 1 Reading/Literacy Specialist, and Title 1 interventionists.

(shared) Strategy 5:

Utilize Word Study Units - K-2 will use the Imagine It! curriculum workbooks and Grade 3 will use the Imagine It! curriculum workbooks for Units 1-3 to increase phonics skills. All grades 3-5 will teach the word study or word structure lessons from the Imagine It! curriculum.

Category:

Research Cited: TEST SCORE GAINS FOR OPEN COURT SCHOOLS IN CALIFORNIA RESULTS FROM THREE COHORTS OF SCHOOLS

Douglas J. McRae

January, 2002

Tier: Tier 1

Activity - Complete workbooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete workbook pages after completing lessons related to phonics, word study, and/or word structure in a systematic manner.	Materials	Tier 1	Implement	09/05/2017	06/13/2018	\$15000	General Fund	Building Principal and Curriculum Director

Measurable Objective 2:

A 3% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency ,by each grade level K-5 improving 3 percentile points from Fall 2017 to Spring 2018 or by maintaining/attaining at the 80th percentile in Reading by 06/13/2018 as measured by the NWEA ..

(shared) Strategy 1:

Activation of Prior Knowledge - Teachers will activate prior knowledge before, during, and after reading when working with economically disadvantaged students due to their limited exposure to real world experience.

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Research Cited: Hansen, J. & Pearson, P.D. (1983). An instructional study: Improving the inferential comprehension of good and poor fourth-grade readers. Journal of Educational Psychology, 75, 821-829.

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(shared) Strategy 2:

Bloom's Taxonomy/Depth of Knowledge - Teachers and instructional assistants will use question stems ranging from simple to complex about both fictional and informational texts using resources such as Bloom's Taxonomy or Depth of Knowledge.

Category:

Research Cited:

A taxonomy for learning, teaching, and assessing : a revision of Bloom's taxonomy of educational objectives

New York : Longman, c2001

Depth of Knowledge (DOK) model employed to analyze

the cognitive expectation demanded by standards, curricular activities and assessment tasks (Webb, 1997).

Tier: Tier 1

Activity - Higher Level Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional assistants will use common language to ask scaffolded questions to increase understanding of texts by using Bloom's Taxonomy or Depth of Knowledge materials.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$100	General Fund	School Improvement Team, Reading Specialist

Measurable Objective 3:

A 1% increase of Students with Disabilities students will demonstrate a proficiency ,by each grade level K-5 improving 3 percentile points from Fall 2017 to Spring 2018 or by maintaining/attaining at the 80th percentile in Reading by 06/13/2018 as measured by NWEA data..

(shared) Strategy 1:

Text Lookback - Teacher will create at least three lookback questions for each expository text passage selected. Students read the text-look-back question carefully and underline the section that tells the reader what to look for. They will look for titles, headings, illustrations in the article that might tell the reader where the information he/she is looking for is probably located.

Category: English/Language Arts

Research Cited: Garner, R. Hare, V.C, Alexander, P. Haynes, J., & Vinograde, P. (1984). Introducing use of a text lookback strategy among unsuccessful readers. American Educational Research Journal, 21, 789-798. Found on Interventioncentral.org.

Tier: Tier 1

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Students will use text to support responses to questions through guided practice. Teachers will collaborate to develop question stems for expository text that will enable students to implement this practice. In addition, parents will be provided expository text and questions to use the strategy at home. Teachers will incorporate a monthly "Reading Tip" in newsletters.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$0	No Funding Required	All teaching staff and support staff.

(shared) Strategy 2:

Choral Reading - Sessions last 10-15 minutes, the teacher selects an engaging text at students' instructional or independent level. During choral reading sessions, the teacher or other fluent reader will take on the role of "lead reader", reading the passage aloud, while students also read aloud. Students are encouraged to read with expression.

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Tier: Tier 1

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(shared) Strategy 3:

Utilize Word Study Units - K-2 will use the Imagine It! curriculum workbooks and Grade 3 will use the Imagine It! curriculum workbooks for Units 1-3 to increase phonics skills. All grades 3-5 will teach the word study or word structure lessons from the Imagine It! curriculum.

Category:

Research Cited: TEST SCORE GAINS FOR OPEN COURT SCHOOLS IN CALIFORNIA RESULTS FROM THREE COHORTS OF SCHOOLS

Douglas J. McRae

January, 2002

Tier: Tier 1

Activity - Complete workbooks	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will complete workbook pages after completing lessons related to phonics, word study, and/or word structure in a systematic manner.	Materials	Tier 1	Implement	09/05/2017	06/13/2018	\$15000	General Fund	Building Principal and Curriculum Director

(shared) Strategy 4:

Bloom's Taxonomy/Depth of Knowledge - Teachers and instructional assistants will use question stems ranging from simple to complex about both fictional and informational texts using resources such as Bloom's Taxonomy or Depth of Knowledge.

Category:

Research Cited:

A taxonomy for learning, teaching, and assessing : a revision of Bloom's taxonomy of educational objectives
 New York : Longman, c2001

Depth of Knowledge (DOK) model employed to analyze
 the cognitive expectation demanded by standards, curricular activities and assessment tasks (Webb, 1997).
 Tier: Tier 1

Activity - Higher Level Questioning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional assistants will use common language to ask scaffolded questions to increase understanding of texts by using Bloom's Taxonomy or Depth of Knowledge materials.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$100	General Fund	School Improvement Team, Reading Specialist

Goal 2: All students will increase writing proficiency.

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by meeting or exceeding rubric expectations in Writing by 06/13/2018 as measured by grade level specific writing prompts with a rubric.

(shared) Strategy 1:

K-3 Handwriting Fluency - In K-3, students will spend 50 minutes a week, where handwriting instruction and/or practice focuses on correct pencil grip, paper position, letter formation, rate building, transcription exercises, and keyboarding. In 3rd, 4th, and 5th grades there will be opportunities for handwriting interventions.

Category:

Research Cited: "Want to Improve Children's Writing? Don't Neglect Their Handwriting." by American Educator, 2009-2010 (<http://scoe.org/files/graham-handwriting-2009.pdf>).

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Tier:

Activity - K-3 Handwriting Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional assistants will use Handwriting Without Tears materials to help students achieve or remediate handwriting.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	All teaching staff.

(shared) Strategy 2:

K-5 Spelling: Multisyllabic Words - Students put words in "decodable chunks" using prefixes, suffixes, and vowels. This allows them to recognize the parts in a flexible manner.

Category:

Research Cited: Archer et al. (2006); Bhattacharya & Ehri, 2004

Tier:

Activity - K-5 Spelling: Multisyllabic Words	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students through direct instruction to decode words using prefixes, suffixes, and vowels.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	Title I Schoolwide	All Teaching staff.

(shared) Strategy 3:

Writing Rubrics for K-5 Students - K-5 students will be provided with opportunities to use developmentally appropriate, genre specific, writing rubrics to help guide their writing proficiency. The writing committee will work to help teachers find or create rubrics and a scope and sequence of essential skills for each grade level to use for writing instruction.

Category:

Research Cited: Arter, J., & McTighe, J. (2000). Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance.

Thousand Oaks, CA: Corwin Press, Inc.

Tier: Tier 1

Starr Elementary School

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Activity - Writing Rubrics for K-5 Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 students will be provided with opportunities to use developmentally appropriate, genre specific, writing rubrics to help guide their writing proficiency and teachers will be provided with professional development in the area of writing.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1500	General Fund	All teaching staff.

(shared) Strategy 4:

Pre and Post Writing Assessments for K-5 - K-5 students will be provided with pre and post, genre specific, on demand assessments.

Category:

Research Cited: Wiggins, G. (1998). *Educative assessment: Designing assessments to inform and improve student performance*. San Francisco: John Wiley & Sons, Inc.

Tier:

Activity - Pre and Post Writing Assessments for K-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given genre specific, on demand, pre and post tests that are collaboratively created by Starr teachers.	Teacher Collaboration	Tier 1	Implement	09/05/2017	06/13/2018	\$2000	Title I Schoolwide	All teaching staff.

Strategy 5:

Essential standards for writing - In K-5 students will spend 30 minutes daily provided with opportunities to use graphic organizers, developmentally appropriate, genre specific, writing rubrics to help guide their writing proficiency in the post writing assessments for K-5.

Category:

Research Cited: Common Core State Standards for English Language Arts

Tier: Tier 1

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Activity - Sequencing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will draw pictures of a short sequence of events to show beginning, middle, and end. Students will include details to describe actions, thoughts, and feelings.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	All teaching staff

Measurable Objective 2:

A 5% increase of Economically Disadvantaged students will demonstrate a proficiency by meeting or exceeding rubric expectations in Writing by 06/13/2018 as measured by grade level specific writing prompts with a rubric..

(shared) Strategy 1:

K-3 Handwriting Fluency - In K-3, students will spend 50 minutes a week, where handwriting instruction and/or practice focuses on correct pencil grip, paper position, letter formation, rate building, transcription exercises, and keyboarding. In 3rd, 4th, and 5th grades there will be opportunities for handwriting interventions.

Category:

Research Cited: "Want to Improve Children's Writing? Don't Neglect Their Handwriting." by American Educator, 2009-2010 (<http://scoe.org/files/graham-handwriting-2009.pdf>).

Tier:

Activity - K-3 Handwriting Fluency	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional assistants will use Handwriting Without Tears materials to help students achieve or remediate handwriting.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	All teaching staff.

(shared) Strategy 2:

K-5 Spelling: Multisyllabic Words - Students put words in "decodable chunks" using prefixes, suffixes, and vowels. This allows them to recognize the parts in a flexible manner.

Category:

Research Cited: Archer et al. (2006); Bhattacharya & Ehri, 2004

Tier:

Activity - K-5 Spelling: Multisyllabic Words	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students through direct instruction to decode words using prefixes, suffixes, and vowels.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	Title I Schoolwide	All Teaching staff.

(shared) Strategy 3:

Writing Rubrics for K-5 Students - K-5 students will be provided with opportunities to use developmentally appropriate, genre specific, writing rubrics to help guide their writing proficiency. The writing committee will work to help teachers find or create rubrics and a scope and sequence of essential skills for each grade level to use for writing instruction.

Category:

Research Cited: Arter, J., & McTighe, J. (2000). Scoring rubrics in the classroom: Using performance criteria for assessing and improving student performance.

Thousand Oaks, CA: Corwin Press, Inc.

Tier: Tier 1

Activity - Writing Rubrics for K-5 Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 students will be provided with opportunities to use developmentally appropriate, genre specific, writing rubrics to help guide their writing proficiency and teachers will be provided with professional development in the area of writing.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1500	General Fund	All teaching staff.

(shared) Strategy 4:

Pre and Post Writing Assessments for K-5 - K-5 students will be provided with pre and post, genre specific, on demand assessments.

Category:

Research Cited: Wiggins, G. (1998). Educative assessment: Designing assessments to inform and improve student performance. San Francisco: John Wiley & Sons, Inc.

Tier:

Activity - Pre and Post Writing Assessments for K-5	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given genre specific, on demand, pre and post tests that are collaboratively created by Starr teachers.	Teacher Collaboration	Tier 1	Implement	09/05/2017	06/13/2018	\$2000	Title I Schoolwide	All teaching staff.

Goal 3: All students will increase in math proficiency.

Measurable Objective 1:

A 3% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by each grade level K-5 improving 3 percentile points from Fall 2017 to Spring 2018 or by maintaining/attaining at the 80th percentile in Mathematics by 06/13/2018 as measured by NWEA data..

(shared) Strategy 1:

Critical Thinking - The teachers will model process thinking in an explicit and systematic way. The students will pair share and/or write out steps on how to solve the problem. This includes using common vocabulary, guided practice, verbalizing the thought process, using corrective feedback, and reviewing cumulative progress frequently.

Category:

Research Cited: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools

Assisting Students Struggling with

Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf#page=27

Tier:

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Activity - Instructions for Teaching Critical Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will use support materials and think alouds to practice problem solving activities in their classroom. Teachers will be encouraged to use effective cues and questioning while teaching math processes.	Curriculum Development	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$1000	Title I Schoolwide	School Improvement Team

Activity - Word Problems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guided instruction and increased practice in solving word problems that is based on common underlying structures and all algorithms. This would include finding missing values in open sentences using unknown numbers.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$1000	Title I Schoolwide	School Improvement Team

(shared) Strategy 2:

Math Fact Fluency - All students at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts until they reach a mastery level. This fluency process can include concrete representation, visual representations, to abstract responses.

Category:

Tier:

Activity - Fact Review 10 minutes Daily	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade K-5 will practice on math fact fluency, for 10 minutes daily. (Kindergarten, rapid recall using numbers, objects, or pictures, then number recall, once mastered will go onto facts)	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	School Improvement Team

Activity - Provide Math Strategy to Parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The parents will be supplied on a monthly basis a math tip that will be included in the Teacher Newsletter that would give ideas and strategies to support student learning at home.	Parent Involvement	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Teachers and Principal
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(shared) Strategy 3:

Direct instruction of fractions and decimals - Students will use concrete manipulatives including fractions tiles to accurately compare fractions, determine equivalent fractions, and work with fractions on a number line.

Category:

Research Cited: "Research on the Benefits of Manipulatives" -Hand2Mind.com

Tier: Tier 1

Activity - fraction fun	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work in small groups using fraction tiles, base 10 blocks, 100 grids, meter sticks, or paper folds to increase their proficiency with fractions or decimals.	Materials	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$500	General Fund	3-5 Teaching staff

Measurable Objective 2:

100% of Economically Disadvantaged students will demonstrate a proficiency by achieving a mean percentile within 10 points of the non-economically disadvantaged students on NWEA in Mathematics by 06/13/2018 as measured by NWEA.

(shared) Strategy 1:

Critical Thinking - The teachers will model process thinking in an explicit and systematic way. The students will pair share and/or write out steps on how to solve the problem. This includes using common vocabulary, guided practice, verbalizing the thought process, using corrective feedback, and reviewing cumulative progress frequently.

Category:

Research Cited: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools

Assisting Students Struggling with

Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf#page=27

Tier:

Activity - Instructions for Teaching Critical Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will use support materials and think alouds to practice problem solving activities in their classroom. Teachers will be encouraged to use effective cues and questioning while teaching math processes.	Curriculum Development	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$1000	Title I Schoolwide	School Improvement Team

Activity - Word Problems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guided instruction and increased practice in solving word problems that is based on common underlying structures and all algorithms. This would include finding missing values in open sentences using unknown numbers.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$1000	Title I Schoolwide	School Improvement Team

(shared) Strategy 2:

Math Fact Fluency - All students at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts until they reach a mastery level. This fluency process can include concrete representation, visual representations, to abstract responses.

Category:

Tier:

Activity - Fact Review 10 minutes Daily	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade K-5 will practice on math fact fluency, for 10 minutes daily. (Kindergarten, rapid recall using numbers, objects, or pictures, then number recall, once mastered will go onto facts)	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	School Improvement Team

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Activity - Provide Math Strategy to Parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The parents will be supplied on a monthly basis a math tip that will be included in the Teacher Newsletter that would give ideas and strategies to support student learning at home.	Parent Involvement	Tier 1	Implement	09/05/2017	06/13/2018	\$0	No Funding Required	Teachers and Principal

Strategy 3:

Understanding Area and Perimeter, understanding fractions, and geometry - Students will be given additional systematic and explicit supplemental instruction in Area and Perimeter through concrete experiences and increased feedback.

Category:

Research Cited: Assisting Students Struggling with

Mathematics: Response to Intervention

(RtI) for Elementary and Middle Schools Assisting Students Struggling with Mathematics: Response to Intervention

(RtI) for Elementary and Middle Schools

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf#page=32

Tier:

Activity - Math Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students will participate in guided and direct instruction in a small group. Reteaching and preteaching. Interactive math games using MAP Math, Education City, and other skills specific practice.	Academic Support Program			09/05/2017	06/13/2018	\$20000	Title I Schoolwide	Math Intervention Aide, classroom teachers, principal

Activity - Content Specific Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will receive direct and explicit instruction in content specific vocabulary in small groups. They will use the Partial Vocabulary technique- a six step process including teacher explanation, student pictographic representation, review, student discussion and use- think, pair, share and through interactive games .	Direct Instruction			09/05/2017	06/13/2018	\$500	Title I Schoolwide	School Improvement Team
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(shared) Strategy 4:

Direct instruction of fractions and decimals - Students will use concrete manipulatives including fractions tiles to accurately compare fractions, determine equivalent fractions, and work with fractions on a number line.

Category:

Research Cited: "Research on the Benefits of Manipulatives" -Hand2Mind.com

Tier: Tier 1

Activity - fraction fun	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work in small groups using fraction tiles, base 10 blocks, 100 grids, meter sticks, or paper folds to increase their proficiency with fractions or decimals.	Materials	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$500	General Fund	3-5 Teaching staff

Measurable Objective 3:

70% of Third, Fourth and Fifth grade students will demonstrate a proficiency understanding fractions or decimals in Mathematics by 06/13/2018 as measured by formative assessments .

(shared) Strategy 1:

Direct instruction of fractions and decimals - Students will use concrete manipulatives including fractions tiles to accurately compare fractions, determine equivalent fractions, and work with fractions on a number line.

Category:

Research Cited: "Research on the Benefits of Manipulatives" -Hand2Mind.com

Tier: Tier 1

Activity - fraction fun	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work in small groups using fraction tiles, base 10 blocks, 100 grids, meter sticks, or paper folds to increase their proficiency with fractions or decimals.	Materials	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$500	General Fund	3-5 Teaching staff

Measurable Objective 4:

70% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade appropriate word problems in Mathematics by 06/13/2018 as measured by formative assessments.

(shared) Strategy 1:

Critical Thinking - The teachers will model process thinking in an explicit and systematic way. The students will pair share and/or write out steps on how to solve the problem. This includes using common vocabulary, guided practice, verbalizing the thought process, using corrective feedback, and reviewing cumulative progress frequently.

Category:

Research Cited: Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools

Assisting Students Struggling with

Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_math_pg_042109.pdf#page=27

Tier:

Activity - Instructions for Teaching Critical Thinking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teachers will use support materials and think alouds to practice problem solving activities in their classroom. Teachers will be encouraged to use effective cues and questioning while teaching math processes.	Curriculum Development	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$1000	Title I Schoolwide	School Improvement Team

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Activity - Word Problems	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Guided instruction and increased practice in solving word problems that is based on common underlying structures and all algorithms. This would include finding missing values in open sentences using unknown numbers.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$1000	Title I Schoolwide	School Improvement Team

Goal 4: 3rd-5th grade students will increase science proficiency.**Measurable Objective 1:**

85% of Third, Fourth and Fifth grade students will demonstrate a proficiency 75% on unit science tests in Science by 06/09/2017 as measured by district science tests.

Strategy 1:

Direct Vocabulary Instruction - Teachers will systematically teach new science related vocabulary per unit by pre-teaching and reviewing important academic and content-based vocabulary.

Category:

Research Cited: Biemiller, Andrew. "Teaching Vocabulary: Early, Direct, and Sequential." American Educator. Spring 2001.

Tier: Tier 1

Activity - Daily instruction of science vocabulary with access to words in various contexts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will directly teach new words from the science curriculum pertaining to each unit and they will provide opportunities for students to encounter these words in various contexts.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	General Fund	All K-5 Teachers and Instructional Staff

Strategy 2:

Technology Integration for Science - Technology to support science units (websites, online labs, review games, etc.) will be integrated into classroom and technology lessons.

Category:

Research Cited: Wallace, R.M. (2003). Technology and Science Teaching: A new Kind of Knowledge, Michigan State University.

Tier: Tier 1

Activity - Technology Integration for Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Grade levels will develop a list of websites that support science instruction. These websites should be accessed by students as they align with the current unit of study. Websites can be posted on teacher websites.	Technology	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	General Fund	K-5 Teachers and Instructional Staff

Goal 5: Student attendance will improve.

Status	Progress Notes	Created On	Created By
N/A	The percentage of students who had more than 10 absences reduced from 28% to 26% in 2016.	June 03, 2016	Mrs. Laurie A Lanphear

Measurable Objective 1:

demonstrate a behavior of actively interacting with families to improve attendance by 06/13/2018 as measured by attendance reports. by 06/13/2018 as measured by Attendance reports.

Status	Progress Notes	Created On	Created By
Met	May 2015= 159 students with more than 10 absences, 28% May 2016= 149 students with more than 10 absences, 26% (Goal Met)	June 03, 2016	Mrs. Laurie A Lanphear

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Strategy 1:

Collaboration with Families-Teachers - Teachers and other school personnel will actively collaborate with families by providing and participating in events encouraging parental involvement at school.

Category: Learning Support Systems

Research Cited: Chang, Hedy and Romero, Mariajose, Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades, National Center for Children in Poverty, New York, NY, September 2008.

Tier: Tier 1

Activity - Inviting Families into the School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide one or more opportunities per month for families to participate in school events held at school.	Parent Involvement	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$5000	Title I Schoolwide	School Administrators and Teachers

Strategy 2:

Student Incentive - Students with perfect attendance, one early withdrawal, or one excused tardy per month will get positive recognition monthly.

Category: Learning Support Systems

Research Cited: www.attendancecounts.org

Tier: Tier 1

Activity - Student Positive Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students with perfect attendance, one early withdrawal, or one excused tardy per month will get positive recognition monthly.	Other - Positive Student Recognition for Attendance	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$1000	Title I Schoolwide	Building Principal, Office Staff

Strategy 3:

be nice initiative - Each classroom received training regarding be nice (Notice, Invite, Challenge, Empower). There is a student leadership team to help other students improve interactions with each other.

Category: School Culture

Research Cited: The be nice. initiative is in the process of being evidence based using researchers at Grand Valley State University. It is being used to address bullying prevention. It is through the Mental Health Foundation of West Michigan. Final research to be evidence based should be ready next spring.

Tier: Tier 1

Activity - be. nice activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students attend an assembly to learn about and become involved in be nice. Students complete activities in the classroom to address the be nice. initiative.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/13/2018	\$1250	Title I Schoolwide	Laurie Lanphear and Cathy Moorman

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Rubrics for K-5 Students	K-5 students will be provided with opportunities to use developmentally appropriate, genre specific, writing rubrics to help guide their writing proficiency and teachers will be provided with professional development in the area of writing.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	09/06/2016	06/09/2017	\$1500	All teaching staff.
fraction fun	Students will work in small groups using fraction tiles, base 10 blocks, 100 grids, meter sticks, or paper folds to increase their proficiency with fractions or decimals.	Materials	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$500	3-5 Teaching staff
Complete workbooks	Students will complete workbook pages after completing lessons related to phonics, word study, and/or word structure in a systematic manner.	Materials	Tier 1	Implement	09/05/2017	06/13/2018	\$15000	Building Principal and Curriculum Director
Daily instruction of science vocabulary with access to words in various contexts	Teachers will directly teach new words from the science curriculum pertaining to each unit and they will provide opportunities for students to encounter these words in various contexts.	Direct Instruction	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	All K-5 Teachers and Instructional Staff
Higher Level Questioning	Teachers and instructional assistants will use common language to ask scaffolded questions to increase understanding of texts by using Bloom's Taxonomy or Depth of Knowledge materials.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$100	School Improvement Team, Reading Specialist
Technology Integration for Science	Grade levels will develop a list of websites that support science instruction. These websites should be accessed by students as they align with the current unit of study. Websites can be posted on teacher websites.	Technology	Tier 1	Getting Ready	09/08/2015	06/10/2016	\$0	K-5 Teachers and Instructional Staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Teachers will activate prior knowledge.	Teachers will discuss students' prior knowledge before, during, and after reading for economically disadvantaged students due to limited exposure of real world experiences. Teachers will be provided with question stems to connect text to experiences they have had. Students without prior knowledge in given area will be provided with multi media resources. Teachers will be trained by the Title 1 Reading/Literacy Specialist and will implement in a small group setting. Parents will be provided with information regarding community activities that will enhance student background knowledge.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	All teaching staff, special education staff, and Title 1 Reading/Literacy Specialist, and Title 1 intervention ists.
Implement the instructional practice of text lookback.	Students will use text to support responses to questions through guided practice. Teachers will collaborate to develop question stems for expository text that will enable students to implement this practice. In addition, parents will be provided expository text and questions to use the strategy at home. Teachers will incorporate a monthly "Reading Tip" in newsletters.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$0	All teaching staff and support staff.
Teachers will implement the instructional practice of choral reading.	Students will read aloud chorally at their instructional or independent level. Professional development will be led by the Title 1 Reading/Literacy Specialist using research based strategies such as Anita Archer. She will provide examples and resources for teachers to use in small group direct instruction.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	All teaching staff and Title 1 Reading/Literacy Specialist.
Sequencing	Students will draw pictures of a short sequence of events to show beginning, middle, and end. Students will include details to describe actions, thoughts, and feelings.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	All teaching staff
Provide Math Strategy to Parents	The parents will be supplied on a monthly basis a math tip that will be included in the Teacher Newsletter that would give ideas and strategies to support student learning at home.	Parent Involvement	Tier 1	Implement	09/05/2017	06/13/2018	\$0	Teachers and Principal
Fact Review 10 minutes Daily	Grade K-5 will practice on math fact fluency, for 10 minutes daily. (Kindergarten, rapid recall using numbers, objects, or pictures, then number recall, once mastered will go onto facts)	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	School Improvement Team
K-3 Handwriting Fluency	Teachers and instructional assistants will use Handwriting Without Tears materials to help students achieve or remediate handwriting.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	All teaching staff.

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Teacher will implement through instructional practice the strategy of retell.	Students will read a passage and then with a partner they will take on the role of listener and reteller to show their comprehension of a passage. Prior to implementing this partner activity, students will receive direct instruction on expectations and expectations will be modeled. Teacher will select a short story or passage that can be read individually or as a group. Teacher should prompt students with questions.	Direct Instruction	Tier 1	Implement	09/05/2017	06/13/2018	\$0	All teaching staff.
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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-5 Spelling: Multisyllabic Words	Teachers will teach students through direct instruction to decode words using prefixes, suffixes, and vowels.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$2000	All Teaching staff.
Instructions for Teaching Critical Thinking	The teachers will use support materials and think alouds to practice problem solving activities in their classroom. Teachers will be encouraged to use effective cues and questioning while teaching math processes.	Curriculum Development	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$1000	School Improvement Team
Math Interventions	The students will participate in guided and direct instruction in a small group. Reteaching and preteaching. Interactive math games using MAP Math, Education City, and other skills specific practice.	Academic Support Program			09/05/2017	06/13/2018	\$20000	Math Intervention Aide, classroom teachers, principal
Inviting Families into the School	Provide one or more opportunities per month for families to participate in school events held at school.	Parent Involvement	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$5000	School Administrators and Teachers
Pre and Post Writing Assessments for K-5	Students will be given genre specific, on demand, pre and post tests that are collaboratively created by Starr teachers.	Teacher Collaboration	Tier 1	Implement	09/05/2017	06/13/2018	\$2000	All teaching staff.
Student Positive Recognition	Students with perfect attendance, one early withdrawal, or one excused tardy per month will get positive recognition monthly.	Other - Positive Student Recognition for Attendance	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$1000	Building Principal, Office Staff
be. nice activities	Students attend an assembly to learn about and become involved in be nice. Students complete activities in the classroom to address the be nice initiative.	Behavioral Support Program	Tier 1	Implement	09/05/2017	06/13/2018	\$1250	Laurie Lanphear and Cathy Moorman

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Word Problems	Guided instruction and increased practice in solving word problems that is based on common underlying structures and all algorithms. This would include finding missing values in open sentences using unknown numbers.	Direct Instruction	Tier 1	Getting Ready	09/05/2017	06/13/2018	\$1000	School Improvement Team
Content Specific Vocabulary	Students will receive direct and explicit instruction in content specific vocabulary in small groups. They will use the Partial Vocabulary technique- a six step process including teacher explanation, student pictographic representation, review, student discussion and use- think, pair, share and through interactive games .	Direct Instruction			09/05/2017	06/13/2018	\$500	School Improvement Team